

Programme 106.†

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(September to December, 1926.
January to March, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM III.

PUPILS' NAMES

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp. 79-154. (Selections from *II. Kings*, *Amos*, *Hosea*, *Isaiah*). *The Saviour of the World*,* Vol. IV. (P.N.E.U. Office, 3/-), pp. 1-65, with Bible passages from index.

St. Luke's Gospel,* chapters 1-7.

Optional: (a) *S.P.C.K. Bible Atlas* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 34-72. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 14-29, with lesson on Christmas.

For Sunday Reading (optional):

(a) *Ecce Homo, Ecce Rex*, by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 201-251. (b) *The Seven Champions of Christendom*, by F. J. Harvey Darton (Wells Gardner Darton, 7/6), or, by R. Johnson (Blackie, 2/-). (c), Poems by Longfellow.

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U. Office, 4d.). Choose and inscribe texts and mottoes for

† The 106th term of work set since the Parents' Union School began.

Christmas cards, in beautiful lettering (see "Bridges"), on good paper or vellum.
For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). *Songs of Praise* (Hymns), (Oxford Press, 2/6 or 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-).

Writing.

A New Handwriting (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *King John*, and other books set.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage (to be prepared first) from a newspaper, or, from the prose and poetry set for reading; words not known to be visualized (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

Composition. (Oral or written narration each day.)

Write, in verse or prose, on (a) some subject in "Literature," (b) the news of the week, (c) some historical or allegorical subject taken from the Programme. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read should be followed.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (see *A New Junior Grammar*).

First year: *A New Junior English Grammar*,* by R. B. Morgan (Murray, 2/-), pp. 65-94, with additional exercises from Morgan's *Exercises in English Grammar** (Murray, 1/9). Second year: *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-41.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 147-181. Shakespeare's *King John** (Blackie, Plaintext, 6d.). Palgrave's *Golden Treasury** (Oxford Press, 2/-). Scott's *Ivanhoe** (Nelson, 1/6). Read from De Joinville's *Memoirs of the Crusades* (Dent, 2/-).

English History.

Arnold-Forster's *A History of England** (Cassell, 8/6), pp. 147-208 (1189-1327), chapters 19-25 inclusive. Scott's *Tales of a Grandfather** (Cambridge Press, 2/9), 1189-1327. Make a chart of the 13th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct, 6/- a year).

Teacher will find useful Quennell's *A History of Everyday Things in England*, Part II. (1200-1399), (Batsford, 3/-).

General History.

The Story of Mankind, by H. Van Loon (Harrap, 7/6), pp. 105-154, or, *A First History of France*,* by L. Creighton (Longmans, 5/-), pp. 47-83 (1180-1327). *Stories from Indian History*,* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 115-134.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). *The British Museum for Children*, by Frances Epps (P.N.E.U. Office, 3/3), chapter 12. British Museum Postcards, Series 38 and 39 (1/- each series, direct from British Museum, with complete lists of series).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 73-94. North's Plutarch's *Lives: Brutus** (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,* by L. S. Wood (Oxford Press, 3/6), pp. 184-220.

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

Ambleside Geography Book V,* (P.N.E.U. Office, 5/-), pp. 63-108 (India). *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), pp. 130-169. Geikie's *Physical Geography** (Macmillan, 1/9), sections 1-40. Philip's *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on maps of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

N.B.—Members using *Ambleside Geography Book IV*, may take pp. 1-53, 277-284 (France), with the *Reconstruction of Europe* (P.N.E.U. Office, 9d.).

Natural History and Botany.¹

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 1-42. *The Study of Plant Life*, by M. C. Stopes (Blackie, 6/-), pp. 1-34, 178-196. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study, e.g., the winter preparations of plants and insects, see *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6). *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be used.

¹ Overseas members see special leaflet.

General Science.

A Voyage in Space, by H. H. Turner (S.P.C.K., 7/6), pp. 47-86. *The World of Sound*, by Sir William Bragg (Bell, 5/-), pp. 67-130.

Picture Talk.

Study, describe (and draw from memory details of) six reproductions* of pictures by Velasquez (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, September, 1926, also *Home Education*, pp. 307-311, and *School Education*, p. 239.

French.¹ (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 7-9 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Les Jumeaux** (Blackie, 6d.); parse two pages.

Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). Teacher may find useful for conversation *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)

*Gradatim** (Longmans, 2/-); translations 55-58, 65-67 (inclusive), for narration, taking necessary grammar from Dr. Smith's *First Latin Course** (Murray, 4/-), e.g., sections xi.-xiv., and Passive Indicative of the 4 Conjugations.

German.¹ (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 7-9 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, **Italian.¹ (See N.B. 3.)**

Perini's *Italian Conversation Grammar** (Hachette, 6/6), work Exercises 19-23, taking only necessary grammar.

¹ Schools may substitute Irish or Welsh.

Learn sentences on pp. 220 and 221. For narration: five stories from *Cento Racconti per Fanciulli** (P.N.E.U. Office, 1/8).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic*,* (Bell, 2/3), pp. 100-113, or continue. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VI. (Teacher's Book, 1/4).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. S. Hall and F. S. Stevens (Macmillan, 4/6), pp. 43-56. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 73-76, 89-91.

Drawing.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Illustrate six proverbs. Studies in Light and Shade. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Greig: *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see "Our Work" (July P.R.) *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-). *Musical Groundwork*, by F. H. Shera (Oxford Press, 3/6), Term VI.

Recitations.

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 65 and 81; a hymn (Heber). A scene from *King John*, or, 60 lines from Palgrave's *Golden Treasury*.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable** (Dent, 2/-), pp. 277-304. *Stories of Mediæval Spain*, by I. L. Plunket (S.P.C.K., 6/-), pp. 110-214. Longfellow's *Golden Legend* and the *Translations from Dante* (Longfellow's Complete Poems, Oxford Press, 3/6). *Kim*, by R. Kipling (Macmillan, 2 vols., 3/- each).

Music.

Choose and learn a suitable composition from *The Term's Music* (Greig).

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.).
For unaccompanied singing: three songs from *The Women's Institute Song Book* (P.N.E.U., 3d.); see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).
Christmas Carols, edited by Sir J. Stainer (Novello, 1/6), Series III. *Ten Minutes' Lessons in Sight-Singing*, (Curwen, 3/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 44-46 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or, separate dances, music with instructions (direct from Messrs. Novello, 9d.). *Scandinavian Dances*, Series I. (Ling Association, directions 3½d., Music 8½d.). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey, Net-ball,

Work.

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Help to make a toy theatre: see *Everybody's Theatre*, by H. W. Whanslaw (Wells, Gardner Darton, 5/-). Christmas presents,† e.g. *Needle Weaving*, Pattern Sheet and instructions, Dryad, No. 16, (6d), or, (boys) *Wooden Animals* (Dryad, No. 15, 6d.) with leaflet No. 27 (4d.). Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): make a garment. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1. Arrange and act scenes from *Ivanhoe*.†

Pupils should spend two years in Form III. (average ages 12 and 13).

† Help in a Christmas entertainment for poor children.

For Notes see Leaflet of General Rules.

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FORM III.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. Under what circumstances was Jehu anointed King?
Give a short account of his rebellion.
2. Write fully on one of the following,—Elisha and (a), the Shunammite woman, (b), his servant Gehazi, (c), Naaman the Syrian.
3. Who was Amos? What message did he give to the people of Israel?
- II. 1. What does St. Luke tell us of (a), the Presentation and (b), the boyhood of Christ?
2. Give an account of Christ's preaching in the Synagogue at Nazareth after the Temptation.
3. "The people would make Him King." Why? Describe the miracle. What truths may we learn from it?
(*The Saviour of the World.*)

Writing. (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Ivanhoe, chapter xiv., "Yet, in the eye of sober judgment
..... frost."

Composition.

1. Write, in prose, about one of the following,—*"The Celestial Pilot"* (*The Purgatorio*); *"Henry"* and *"Elsie"* in the Odenwald (*The Golden Legend*); The Imperial Conference—a meeting, or, a reception.
2. Write in verse (which must scan) upon one of the following,—*"Boabdil," "The Grand Trunk Road"* (*Kim*), *"Constance"* (*King John*), *"Fallen Leaves," "Of the Nile"* (*De Foinville*).

English Grammar.

1. Analyse, parsing the words in italics,—
 "The *pale* road winds faintly *upward* into the dark skies,
 And *beside* it on the rough grass *that* the *wind* invisibly
stirs,
 Sheltered by sharp-speared gorse and the *berried* junipers,
 Shining steadily *with* a green light the glow-worm *lies*."
 (Senior English Grammar.)
2. "Tense may operate (1) in three Moods, (2) in two
 Voices." Write notes explaining this, and give
 examples in sentences.
3. Name and give examples in sentences of five Cases,
 showing how they are represented in English; com-
 pare, if possible, with a foreign language,
 or, (Junior English Grammar.)
2. What can the tenses of the verb *to run* show about the
 action of running? Name and give in sentences
 the tenses of this verb.
3. Use the following in sentences,—(a), *monkey, chair,*
cows, William, in the accusative case, (b), *deer,*
goose, donkey, babies, in the genitive case.

Literature.

1. What do you know of Sir John Mandeville and the first
 English guide-book?
2. Give one of the following scenes from *Ivanhoe*,—the
 first meeting in the forest between Gurth and
 Wamba, (b), a feast at the house of Cedric, (c), a
 scene in the lists at Ashby-de-la-Zouche.
3. Describe a scene in France—before Angers—from
King John,
 or, 3. "The Crusaders embark, August 1248—sojourn in
 Cyprus—embassage from the Tartars." Describe
 these events, according to Joinville.

English History.

1. Show (a), how "the law protects the weak" by giving
 examples from your reading of history, and, (b),
 that we owe this protection to Magna Charta.
2. Give a brief account of the dealings of Edward I. with
 (a), Scotland, (b), Wales.
3. "Let the King," said Simon, "call together the barons
 and citizens." Give some account of the speaker
 and the result of these words of his.

French History.

1. Describe how Charlemagne came to bear the title of
 Emperor, and how he tried to revive the old ideal of
 world empire,
 or, 1. Describe (a), the character of St. Louis, and, (b), the
 times in which he lived.
2. Give an account of Ala-ud-din and the capture of
 Chitor.

3. Give a list (with centuries) of some of the drawings you
 have made this term in your Century Books. Write
 notes on two of them.

Citizenship.

1. Of what use to us is the desire for knowledge? What
 dangers must we guard against in seeking for
 knowledge?
 (This answer should only be attempted by children who have
 read *Ourselves*.)
2. "Brutus tasted the benefit of Cæsar's favour." Give
 instances,
 or, 2. How did Phaonius "brake the strife" between Cassius
 and Brutus at Sardis. What led to it? Tell the
 whole story.
3. What do you know of the work of (a), the trades union,
 (b) the banking system?

Geography.

1. Give a rough sketch map of (a), China Proper, or, (b),
 France, putting in the boundaries, physical features
 and chief towns.
2. What do you know of (a), Manchuria, (b), Mongolia,
 (c), Tibet?
 or, 2. Describe (a), Brittany and the Loire Basin, (b), Paris.
3. Describe two of the following,—(a), the valley of the
 Ganges, (b), The Deccan, (c), Benares,
 or, 3. Where do the mountain ranges occur in Europe?
 Name them, and say briefly what you know about
 two of them.
4. Explain the effects of (a), the revolution, (b), the rota-
 tion, of the earth.

Natural History and Botany.

1. Describe, fully, the characteristic features of a shark,
 and show what links he has with the lower fish-like
 animals. Diagram.
2. Describe (a), an experiment to show that plants breathe;
 (b), the work for the plant that is done by the
 leaves.
3. Draw a rough plan of a pond, and put in what plants
 you have found (or would expect to find) near it.

General Science.

1. By what means has the region of the "upper air" been
 explored, and what is known about it?
2. Explain, as far as possible, the sounds made by (a),
 drops falling into water, (b), a kettle on the fire, (c),
 the wind.

Picture Study.

Describe *The Tapestry Weavers*, by Velasquez.

French.

1. Write in French a description of (a), *Un Incendie*, or, (b), *Le départ de Landry*.
2. Answer in French questions 14-20, *Siepmann*, p. 131, Section III.
3. Make French sentences, using the Future Tense of *payer*, *envoyer*, *pouvoir*, and the Pres. Indic. Tense (3rd Pers. Sing.) of *essayer*, *ennuyer*, *employer*.

Latin.

1. Write the Comparative and Superlative of,—*felix*, *celer*, *similis*, *benevolus*, *magnus*.
2. (a), Translate *Gradatim*, Story 65, from "Vulpes" to "expecto," (b), write narration.
3. Translate,—(1) Oaks are sacred to Jupiter. (2) To virtue alone we give honour. (2) Nothing is better than wisdom.

German.

1. Say all you can in German about *Das Rotkehlchen* (see picture opposite p. 30, *Siepmann*).
2. Make, and give a translation of, German sentences, using the prepositions *hinter*, *auf*, *unter*, *in*, *über*,

or, Italian.

1. Write a letter in Italian from a seaside town.
2. Translate *Perini*, Ex. xxii., "I must . . . like it much."

Arithmetic.

1. If 4 tons $7\frac{1}{2}$ cwt. of coal was required by a house during 7 weeks, how much would be required in a year?
2. Divide £8 : 7 : 6 between two boys so that one receives twice as much as the other.
3. Make out an invoice for:—84 oranges at $1\frac{1}{2}$ per dozen; 12 lbs. of apples at $8\frac{1}{2}$ d. per lb.; 24 lemons at $2\frac{1}{2}$ d. each; 56 lbs. potatoes at $11\frac{1}{2}$ d. for 7 lbs.

Geometry.

1. Prove that if 2 straight lines cut one another, the vertically opposite angles are equal.
2. Prove that the 3 angles of any triangle are together equal to 2 right angles.
3. In a triangle ABC, angle B and angle C are each 4 times angle A. Find the number of degrees in each angle.

Algebra.

1. Solve the equation : $8 - \{3x - 2(x + 4) + 7x\} = 0$.
2. Solve the equation : $\frac{12 - 2x}{4} + \frac{6 - 5x}{3} = \frac{3 \cdot 4x}{1 \cdot 2}$
3. Find two sums of money differing by £12, whose difference is equal to a third of their sum.

Painting. (All work should be done with brush and in colour.)

1. An original illustration for "You can lead a horse to the water, but ———!"
2. Sun (or artificial light) shadows.

Musical Appreciation.

What music by Grieg have you specially enjoyed this term? Write fully about two of his compositions.

Recitations.*

Father to choose two Bible passages and a poem, or, a scene from *King John*.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 6th. Papers to be posted on Saturday, the 11th, with no other enclosure.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the member does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.